

C.A.P.T.A.I.N.
California Autism Professional Training
and Information Network




**Implementation
Coaching
Workshop**

**2014
Summit**


Goals for This Workshop

- Understand the role of coaching in technical assistance
- Identify elements of successful coaching
- Recognize effective communication behaviors
- Identify and address barriers to coaching
- Describe, practice, and critique the implementation of the coaching process



What is “Implementation” Coaching?


“A process by which a person in the role of coach assists a person in the role of implementer in the use of evidence based practices where fidelity of implementation is the primary goal of the coaching process”



-- CAPTAIN 2014

Secondary Goals of Implementation Coaching


- Build the recipients self confidence and ability to self reflect and self evaluate
- Build capacity within your programs for peer to peer coaching
 - E.g., teacher can coach paras, etc.



Why Coach?

Coaching leads to improvement in . . .

- Instructional capacity - increasing teachers' ability to apply what they have learned in training to their work with students
- Instructional culture of the school
- A focus on content which encourages the use of data to inform practice
- Better outcomes for kids!



Training Outcomes Related to Training Components			
Training Components	Training Outcomes		
	Knowledge of Content	Skill Implementation	Classroom Application
Presentation/ Lecture	10%	5%	0%
Plus Demonstration in Training	30%	20%	0%
Plus Practice in Training	60%	60%	5%
Plus Coaching/ Admin Support Data Feedback	95%	95%	95%

Underlying Assumptions



- Practitioners have good skills but can increase their skills
- Practitioners establish new skills or refine existing skills through self evaluation
- Practitioner skills can change using data and observational feedback
- Coaching is a cyclical process

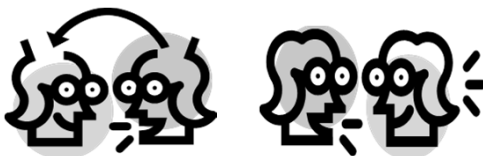


Activity 1: Qualities of an Effective Coach

- Think of a time in your life when you had an experience with a coach (athletics, dance, etc.)
- What were the positive qualities?
- If the experience was not positive, what would have made the experience positive?



Coaching Takes REALLY Good Communication and Collaboration!



Communication Strategies for Collaboration

- Open questions
- Leveling statements
- Nonverbal techniques



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Open vs. Closed Questions



Open Question Starters

- Tell
- How
- Describe
- What
- Why

Closed Question Starters

- Are
- Do
- Have
- Should
- Will
- Would
- Can

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Examples of Open Questions



- Tell me about your goals for this student
- How do you want to record the data?
- Describe for me the steps that you will use
- What can I do to support you with this?
- Why do you think that is an important step?

Examples of Closed Questions



- Are you going to do the next step?
- Do you have the materials prepped?
- Have you watched the AIMS module for that EBP?
- Should you talk to him about that?
- Will you get the icons ready before I come?
- Can you send me your baseline data?

Components of Leveling Statements

- Acknowledgement of another's claims as valid
- Confirmation of another's competence
- Request for compromise or negotiation



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Sample Leveling Statement

- You seem to be very concerned about this important topic, and rightfully so
(acknowledgement of another's claims as valid)
- I know that you have worked diligently on this issue
(confirmation of another's competence)
- Is there something we can do to address this issue ?
(request for compromise or negotiation)

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Conventions for Communication

- Nonverbal Skills
 - Attention cues
 - Response cues
 - Focus on content of verbal statements
 - Focus on the speaker's feelings
- Social Conventions
 - Turn-taking
 - Appropriate distance
 - Encouragers
 - Facial Expressions = SMILE!!!



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Potential Barriers to Communication

- Advising
- Anticipating
- Avoiding
- Cross-Examining
- Denying Others' Reality
- Diagnosing
- Directing
- Judging
- Lecturing
- Moralizing
- Praising
- Reassuring
- Teasing



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Examples of Barriers

- You should...
- So I'll bet you are going to....
- Well, I'm sure it wasn't that bad...
- You sound a little depressed...
- You need to ...
- Good job! (Note – it is ok to compliment, but avoid praising)
- I'm sure it will go better next time
- You looked like a deer in the headlights when he ..



Activity 2: Let's practice!!!

- Groups of 3 people
- Tell a partner about a recent situation of conflict you were in
- Partner will practice using Open Questions and Leveling Statements and avoiding barriers
- Third person record the number and type of questions/statements and number of communication barriers used by the partner and keep time (5 minutes per partner)
- Reflect
- Switch roles



Coaching Participants

1. Recipient or Inviting Partner (IP)

2. Coach



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Recipient or Inviting Partner (IP)

- Focuses on self-improvement of instruction by enhancing or developing skills
- Selects evidence-based practices (EBP) that will positively impact student performance
 - May have some structured choices provided by coach or program design






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Coach

- Engages in focused conversation
- Observes the IP while working
- Uses questioning and communication skills to empower the IP to reflect on practices
- Helps IP to incorporate evidence based practices
- Shares knowledge, expertise and guidance with the IP
- Provides direction in
 - Targeting evidence-based practice for IP
 - Identifying data collection methods (ex. Implementation checklists, GAS goals)
 - Interpreting IP performance


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Who To Coach???

<ul style="list-style-type: none"> • Mud 		No Traction Very Messy Wasted Energy
<ul style="list-style-type: none"> • Gravel 		Slow to Gain Traction Rough on the Corners
<ul style="list-style-type: none"> • Asphalt 		Easy Traction Move Quickly Smooth on the Corners

Ask Yourself and the Coaching Recipient....

Is there a willingness to:

- Alter existing behaviors? 
- Add new skills?
- Persist until skills are acquired OR
- Persist so that skills are used constantly and consistently?

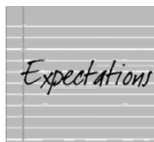
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Some Tips: Recruiting the Best Candidates

- Start with willing participants
 - Ask for volunteers to work with you on this project
- Have past recipients help to recruit new recipients
- Test your new coaching skills and roll out on a trusted recipient who will give you feedback and help you develop too

Some Tips: Set Expectations

- Involve Administration
- Have a three way meeting with Admin, Coach and Recipient
 - Admin states the goals of coaching and expectations of both coach and recipient
 - Have participants make a commitment (written)
- Clarify the relationship
 - Not evaluative, rather supportive



Coaching Tools

- CAPTAIN Classroom Observation Form
- CAPTAIN EBP Survey
- EBP Trainings and/or AIMS Modules
- Briefs and Implementation checklists (IC)
- GAS goals
- Coaching Logs

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NPDC EBP Implementation Checklist

Observation	1	2	3	4	5	6	7	8
Date								
Observer's Initials								
Planning (Steps 1 – 6)								
Step 1. Targeting a Behavior for Teaching	Score**							
1. Identify a target behavior that is important to be taught.								
2. Define and describe the target behavior so that it is observable and measurable.								
Step 2. Having the Correct Equipment								
1. Acquire a video recording device (e.g., hand-held video camera, digital camera, computer technology).								
2. Identify how the video will be played back (e.g., DVD, VCR, computer).								
3. Become familiar with the equipment and comfortable using it.								

Goal Attainment Scales (GAS)

Much less than expected <small>(Present Level of Performance)</small>	
Somewhat less than expected <small>(Benchmark)</small>	
Expected level of outcome <small>(Annual Goal)</small>	
Somewhat more than expected <small>(Exceeds annual goal)</small>	
Much more than expected <small>(Far exceeds annual goal)</small>	

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Coaching Log

CAPTAIN
CAREER AND TECHNICAL EDUCATION

COACHING LOG

Training Partner: _____ Coach: _____
 EBP/GAS/Program Target: _____ Location: _____

PRE-OBSERVATION CONFERENCE

Date: _____

Time: _____

Length: _____

Setting: _____

☐ New Target ☐ Revisited Target

OBSERVABLE BEHAVIOR

BEHAVIOR: _____

TECHNIQUE: _____

ADJUSTED BEHAVIOR: _____

MAINTAINABLE BEHAVIOR: _____

OBSERVATION

Date: _____

Time: _____

Length: _____

Setting: _____

NOTES FOR OBSERVATION

POST-OBSERVATION CONFERENCE

Date: _____

Time: _____

Length: _____

Setting: _____

MAINTAINABLE BEHAVIOR

☐ YES ☐ NO


MAINTAINABLE BEHAVIOR

☐ YES ☐ NO

ADDITIONAL NOTES

Coaching Models

1. Mentor
2. Peer
3. Reflective Coaching




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Mentor Coaching

Coaching is one-way

- Coach shares knowledge, expertise and guidance with the IP
- Coach provides direction in:
 - Defining the target behaviors
 - Targeting evidence-based practice for IP
 - Identifying data collection method
 - Interpreting IP performance




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Peer Coaching

Coaching is reciprocal

- Each member coaches the other
- Inviting Partner's role:
 - selects and defines coaching target and data collection
- Coach's role
 - Is nonauthoritarian
 - Guides IP to identifying coaching targets
 - Offers nonjudgmental comments
 - Promotes reflection in the IP



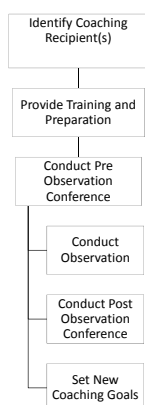
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Reflective Coaching



- Goal is to guide implementers in reflecting on their practice
- Designed to facilitate reflection on the implementation of a chosen strategy
- Following observation, the coach guides the implementer through a set of questions designed to elicit thoughtful examination of the lesson and the strategies or principles at work
- The intended outcome is that implementers analyze the effectiveness of their methods and identify, for themselves, areas for growth and improvement

The Coaching Cycle



Training and Preparation: Shared Responsibilities

- Complete classroom observation and EBP surveys (baseline)
- Attend an EBP training and/or
- Watch and complete AIMS Module
- Review the Implementation Checklist and steps for implementation
- Target a student and create a GAS goal
- Prepare any needed materials for implementation of the EBP
- Collect any baseline data that is needed



Pre-Observation Conference

- Assess where IP is with training and preparation
 - Did they attend an EBP training, watch the AIMS module, review the Implementation Checklist?
- Negotiate the target of the coaching
 - EBP implementation – which EBP? what phase?
- Reach consensus on goal of the coaching session and desired coaching outcome
- Negotiate data recording system to be used
 - implementation checklist or a measure of student performance or both
- Share agreement on mastery and maintenance criteria



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Coaches Role in Pre-Observation Conference

- Complete pre-observation conference section of the coaching log
- Guide selection of coaching target
- Verify understanding through questioning
- Introduce mastery and maintenance criteria
- Identify and confirm the recording method
- Clarify etiquette such as location in class, how to address students and paras
- Summarize the pre-observation conference
- Negotiate dates, times and methods for observation and post-observation conference



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Observation: Coach's Role



Etiquette

- Arrive and leave at the agreed upon time
- Follow the agreed upon process
- Do not signal or talk to the IP during observation
- Do not participate in lesson
- SMILE!



Activities

- Collect data (Implementation checklist, student data, etc.)
- Summarize data
- Complete observation portion of the coaching log
- ALWAYS provide positive feedback on something that went well!

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Post Observation Conference: Coach's Role

- Start with a compliment about something done well:
"I really liked...." or "Noah was so engaged"
- Solicit self-evaluative statements from the IP
 - Present data, data summary, and notes
 - Ex. "Let me read this step to you, tell me how you think it went..."
- Prompt IP to develop solutions through good questioning methods
- Prompt IP to develop a plan of action based on the data



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Post Observation Conference: Coach's Role

- Invite discussion and sharing of ideas
- Future plans are decided upon
- Summarize the plan and next steps
- Schedule next pre observation conference/observation time



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Post Observation Conference Inviting Partner's Role

- Make self-evaluative statements based on the session and data
- Suggest methods to enhance own skills
- Finalize action to improve IP performance
- Negotiate date/time for next pre-observation conference



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Potential Barriers to Coaching

- **Administrative Support**
- **Time**
- **Coaching Skills**



*If these are not in place,
coaching is unlikely to succeed*



Potential Barrier: Administrative Support

Administrative support is needed to:

- Provide release time to partners
- Provide recognition of coaches and recipients
- Provide recognition of coaching as a school or district priority
- Respect confidentiality of teams around the coaching process



Potential Barrier: Time

- Time is needed to conduct coaching
- Coaching can take anywhere from 1 hour per week per recipient to 3 hours per week per recipient



Potential Barrier: Time



- Check to see how other programs are handled in your district
- Present to administrator a schedule for negotiation
- Discuss with administrator non-teaching time for inviting partner to meet with coach



Activity 3: Discuss Barriers?

- What barriers do you anticipate?
- How will you address them?



Self Reflect



- What aspects of coaching will be EASY for you?
- What aspects of coaching will be more difficult?
- How can you practice, learn and improve your own coaching skills?

Complete Your Coaching Action Plan





**Implementation Coaching is the
Path to Successful Use of EBPs**

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References

National Professional Development Center on ASD
<http://autismpdc.fpg.unc.edu/content/coaching-resources>

COACHING DOCUMENTS:

- NPDC Coaching Manual
- TA Contact Form / Coaching Log

COACHING PRESENTATIONS:

- Coaching PowerPoint - Full Version (3 hours)
- Coaching - Short Version (1 hour)

COACHING VIDEOS:

- The Coaching Process: Coaching the Coach Through Reflective Consultation

CAPTAIN - Training & Confidence Survey

Name: _____ Position: _____ Date: _____

Training Received No Training: never had a training Introduction/Overview: have had content training only Hand-on training: received coaching and hands on support from a master or mentor	Self Evaluation of Confidence Low: Minimal skills or knowledge on topic Medium: Some skills or knowledge on topic High: Confident implementing with a variety of students Master: Feel I could train, coach and support others
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	Training Received			Level of Confidence			
	No Training	Intro/Overview	Hands On	Low	Med	High	Master
Autism Spectrum Disorder: Characteristics, learning styles and how disability is identified							
Evidence Based Practices: What Are EBPs, Overview of the EBPs for ASD							
Assessment measures and strategies specific to students with ASD and characteristics of ASD							
Antecedent Based Interventions (ABI)							
Behavioral Momentum Procedures (BMP)							
Comprehensive Behavioral Treatments for Young Children/Intensive Behavioral Intervention							
Differential Reinforcement (DRO/DRI/DRA)							
Discrete Trial Training (DTT)							
Extinction/Behavioral Extinction							
Functional Behavior Assessment (FBA)							
Functional Communication Training (FCT)							
Modeling and Scripting							
Naturalistic Behavioral Strategies (e.g. PRT)							
Parent Implemented Intervention and Parent Training (PII)							
Picture Exchange Communication System (PECS)							
Peer Mediated Interventions (PMI)							
Prompting and Prompt Fading (Including Time Delay and Prompt Hierarchies)							
Reinforcement (R+) and Token Economies							
Response Interruption and Redirection							
Self Management Training (SMT)							
Social Narratives, Story Based Interventions							
Social Skills Groups and Structured Play Groups							
Task Analysis							
Technology Assisted Instruction (TAI)							
Video modeling							
Visual Strategies (Schedules, Work Systems, Physical Structure of the Environment or Activity to Support Independence)							

CAPTAIN Classroom Observation Form

Classroom Structure	2 (80 - 100% proficiency)	1 (60 - 80% proficiency)	0 (less 60%)
Classroom is clean, well organized and clutter free			
Areas of the classroom are clearly labeled and/or structured so that students and staff know what expectations are within each area			
Students are seated in a way that minimizes distractions and maximizes focus			

Visual Supports			
Prominently displayed overall classroom schedule that indicates both staff and student activities is posted where anyone can view			
Individual student schedules are created to support transitions and work completion			
Schedule is used in a way that reduces dependence on adult prompts and unnatural cues			
Schedule use is consistent throughout the day and in a variety of settings (where appropriate)			
Changes in schedule are taught and implemented when necessary			
Visual supports are matched to the student's ability and skills			
Work systems are used to teach students how to begin, work through, complete and then transition to next task independently			
Number and type of work/tasks increase with student's ability to stay on task and follow the work system			

Functional Communication and Positive Behavior Supports			
Functional communication systems are set up to provide opportunities for student to make requests, express choice, and respond to adult instructions (without substantial prompting)			
Classroom routine promotes opportunities for student to communicate using his/her "own" communication system			
Student communication is responded to promptly by staff in an appropriate manner			
Functional communication systems are conventional so peers and "untrained" listeners can comprehend the student			
Help, Wait an Break are being taught systematically			
Prevention strategies such as choice, pre-warning/pre-teaching, opportunities for movement, selection of rewards by student and use of student specific accommodations are used to prevent behavior problems			
A sufficient ratio of positive feedback to correction feedback is used (4:1)			
Response interruption/redirection is used to address behavior problems early in the escalation cycle			

Teaching Strategies			
A variety of evidenced based instructional strategies are used and are based on the skills being taught and the individual needs of the student (list EBP's below)			
Systematic and planned instruction is linked to the student's IEP goals and areas of identified need and skills are consistently taught across instructors and settings			
Reinforcement is being delivered in a timely manner and is based on student preference assessments			
Reinforcement systems are visually mediated (token systems, behavior contracts, first/then structure, etc.) when appropriate			
Prompt hierarchies are being correctly implemented and responses are documented to reduce prompt dependence			
Data is being collected and is used to inform instruction and monitor student outcomes			

CAPTAIN Classroom Observation Form

EBPs Being Used: